Hate & Bias Prevention and Response Toolkit

FIRST EDITION

CITY OF EUGENE
OFFICE OF HUMAN RIGHTS & NEIGHBORHOOD INVOLVEMENT

This document is intended to provide helpful information and tools to build a welcoming community and respond to hate and bias in our community and neighborhoods. It is a working document and will evolve over time. This toolkit can be used to guide learning and action. Individuals and groups are encouraged to explore these and other resources. The City of Eugene Office of Human Rights and Neighborhood Involvement welcomes your feedback and will periodically update this document.

Table of Contents

Quick Guide to Reporting Hate & Bias

Always inform Eugene Police Department of possible crimes as soon as possible.
Call 911 during a crime. Call 541-682-5111 to report a non-emergency crime situation.

Information about other hate activity should be directed to Human Rights and Neighborhood Involvement at 541-682-5177 or eugene-or.gov/humanrights

If you or someone else need help in Spanish, call 541-682-5670.

Si Usted necesita ayuda en Español, llama al 541-682-5670.

I have experienced or witnessed a hate incident. What should I do now?

Is this an emergency? Is there immediate danger?

Yes
DIAL 911

No

Is this a criminal or non-criminal incident?

Criminal

Non- Criminal

I don't know

I may need some help.

Contact Eugene Police Department (EPD)
- Call non-emergency: 541-682-5111

Contact Office of Human Rights & Neighborhood Involvement (HRNI)
- Call our office: 541-682-5177 *Assistance in Spanish available.
- Submit your concern online: https://www.eugene-or.gov/ReportHate
- Visit our office Monday-Friday, 10am-12pm or 1-4pm: 99 West 10th Ave, Suite 116

Introduction

The City of Eugene Office of Human Rights and Neighborhood Involvement (HRNI) is committed to working to make Eugene a welcoming and safe community for everyone. To achieve this, we must create an environment in which hatred and bigotry are not acceptable as they directly undermine the Eugene we *all* want to live in. This Prevention and Response Toolkit exists to support you, your neighborhood, and your communities in engaging with us in this effort.

Hate and bias have major impacts on victims, families, and communities at large. In Eugene, everyone has a stake in creating a community where every person feels welcome, valued and respected. This Toolkit is for confronting hate activity and coordinating response to hate activity through community support. Community action can result in building stronger connections and greater resiliency in our community.

The first step to addressing hate is learning to recognize it and learning about its impacts on our community. The next section will help inform you on the risk and impacts of hate and intolerance by representing instances current of hate, bias, and discrimination experienced in Eugene.

Hate, Bias, and Discrimination in Eugene

The Impact of Hate

"I am always on guard, never know when someone is going to strike – verbal remarks, looks, a lot of people feel uncomfortable." This was shared by a member of Eugene's Trans community.

Hate instills fear and distress among its victims. Victims of hate crimes are twice as likely to experience fear, difficulty sleeping, anxiety, panic attacks, or depression compared with victims of non-hate motivated crimes.[1] The Eugene community is not immune to the ugly impacts of hate activity taking place across the country. In 2017, there were 139 hate incidents (criminal & non-criminal) reported in Eugene.[2] The Department of Justice Hate Crime Victimization Report estimates that nationally only 25-42% of hate crimes are reported to police. Given this information, it is likely that hate incidents reported in Eugene represent only a fraction of the actual activity occurring.[3]

In addition to the fear and vulnerability caused by hate activity that victims feel, it also reverberates through communities by way of empathy. Empathy allows community members who have not been directly victimized, particularly those who identify with the victim, to put themselves in the victims' shoes and develop a sense of anger or anxiety as well.[4] According to the City of Eugene's 2017 Hate & Bias Incident Report, there was a 70% spike in reported hate incidents (criminal & non-criminal). This increase may be due to changes in procedure and community education, leading to capturing a larger percentage of hate incidents, and it also may demonstrate a greater number of people in Eugene feeling vulnerable, unwelcome, and unsafe in their own community.

The City of Eugene's Human Rights Commission interviewed focus groups from Eugene's communities of color, Muslim, and LGBTQ communities on their personal experience of being a part of a marginalized group in Eugene. Each group reported experiences of interpersonal and institutional expressions of discrimination, as well as an overall sense of isolation living in Eugene.[5] Hate, bias, and discrimination is experienced in different forms in Eugene, and the impacts they have are long-lasting and far-reaching on our community.

---

[1] The Sussex Hate Crime Project (2018), http://www.sussex.ac.uk/psychology/sussexhatecrimeproject/

[2] City of Eugene 2017 Hate and Bias Crime and Incident Report (2018), https://www.eugene-or.gov/3643/Hate-and-Bias-Report

[3] Hate Crime Victimization, 2003-2011, https://www.bjs.gov/index.cfm?ty=pbdetail&iid=4926

[4] How Hate Crimes Affect a Whole Community, https://www.bbc.com/news/uk-42622767

[5] Marginalized Voices in Eugene, https://www.eugene-or.gov/526/Human-Rights-Commission

Experiences of Hate, Bias, and Discrimination in Eugene

Below are real examples of hate, bias, and discrimination in Eugene. The quotes share personal experiences of hate and discrimination that communities of color, Muslim, Jewish, and LGBTQ+ communities experienced in Eugene. The images show recently reported hate incidents. We recognize that these are ugly accounts to read and look at. However, the purpose of this section is to make clear that hate activity does happen in Eugene and to represent what hate looks and feels like.

"[My] restaurant was vandalized (bricks thrown through window) after 2001; [it] was very frightening. I also had a smoke bomb thrown into the dining room once. [We] need to be vigilant with rise of right."
(Muslim community member)

In January 2018, three Latino landscapers are targeted by a white male while working in a Market of Choice parking lot, pushed, and told "I could cut off your head and no one would care, you have no rights."

Figure 1 April 2018 - Swastikas drawn on several pieces of public property at Westmoreland Park near the ATA Middle School, the footbridge over 18th, and near Chavez Elementary.

"I will not walk downtown alone. [I] am subject to catcalls with racist undertones." (Asian American community member)

Hate and Bias Crimes 2015-2017
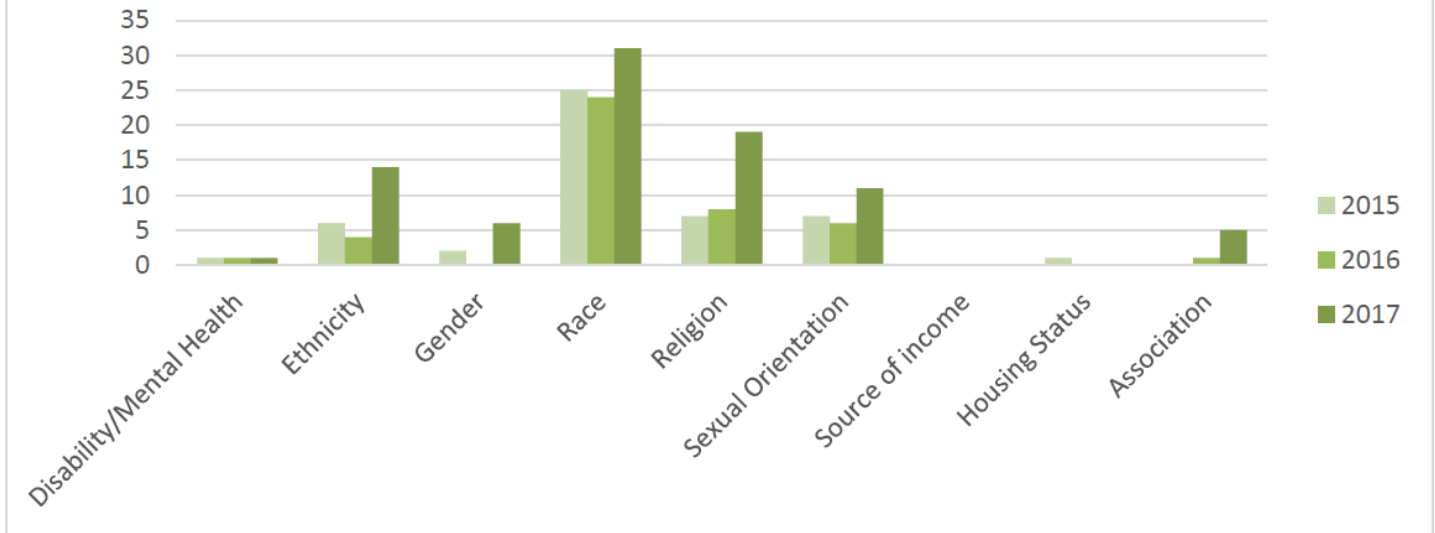
Figure 2 Consistent with the previous three years, race continues to be the leading motivating factor in hate and bias crimes reported in Eugene. African Americans continue to be significantly over-represented in experiencing hate and bias crimes.

Two African American women were injured when a white male pushing a grocery cart yelled racial slurs and threw a glass bottle at them.

Figure 3 September 2017 - Hate flyer stapled to a tree in the 15th/Olive neighborhood in Eugene.

"I will not hold my wife's hand in public." (LGBTQ community member)

Two swastikas were reported to have been painted on the windows of two vehicles belonging to members of Alpha Epsilon Pi, a Jewish fraternity.

Figure 4 April 2017 – Swastikas, racist and homophobic graffiti observed at a bus stop located on the northeast corner of E 30th Ave and University Street, next to Camas Ridge elementary school.

Two males were walking on a sidewalk holding hands. A truck with 3 or 4 men yelled homophobic slurs while driving by.

"The majority of what I experience is on campus. People say things like, 'go home and you don't belong here', simply for being Muslim."
(Student/Community Member)

ASIA FOR THE ASIANS, AFRICA FOR THE AFRICANS, WHITE COUNTRIES FOR EVERYBODY!

Everybody says there is this RACE problem. Everybody says this RACE problem will be solved when the third world pours into EVERY White country and ONLY into White countries.

The Netherlands and Belgium are just as crowded as Japan or Taiwan, but nobody says Japan or Taiwan will solve this RACE problem by bringing in millions of third worlders and quote assimilating unquote with them.

Everybody says the final solution to this RACE problem is for EVERY White country and ONLY White countries to "assimilate," i.e., intermarry, with all those non-whites.

What if I said there was this RACE problem and this RACE problem would be solved only if hundreds of millions of non-blacks were brought into EVERY black country and ONLY into black countries?

How long would it take anyone to realize I'm not talking about a RACE problem. I am talking about the final solution to the BLACK problem?

And how long would it take any sane black person to notice this and what kind of psycho black person wouldn't object to this?

But if I tell that obvious truth about the ongoing program of genocide against my race, the White race, my people, White people, liberals and respectable conservatives agree that I am a naziwhowantstokillsixmillionjews.

They say they are anti-racist. What they are is anti-White.

"ANTI-RACIST" is a code word for ANTI-WHITE.

"DIVERSITY" is a code word for WHITE GENOCIDE.

"DIVERSITY" IS A CODE WORD FOR WHITE GENOCIDE
whitegenocide.info
#whitegenocide

Figure 5 February 2017 – Flyers and tagging in the Whiteaker Neighborhood. Swastikas and Hate Speech.

Figure 6 January 2017 - Anti-immigrant, pro fascist and white supremacist stickers witnessed on the federal courthouse during a rally in support of Muslim and immigrant rights.
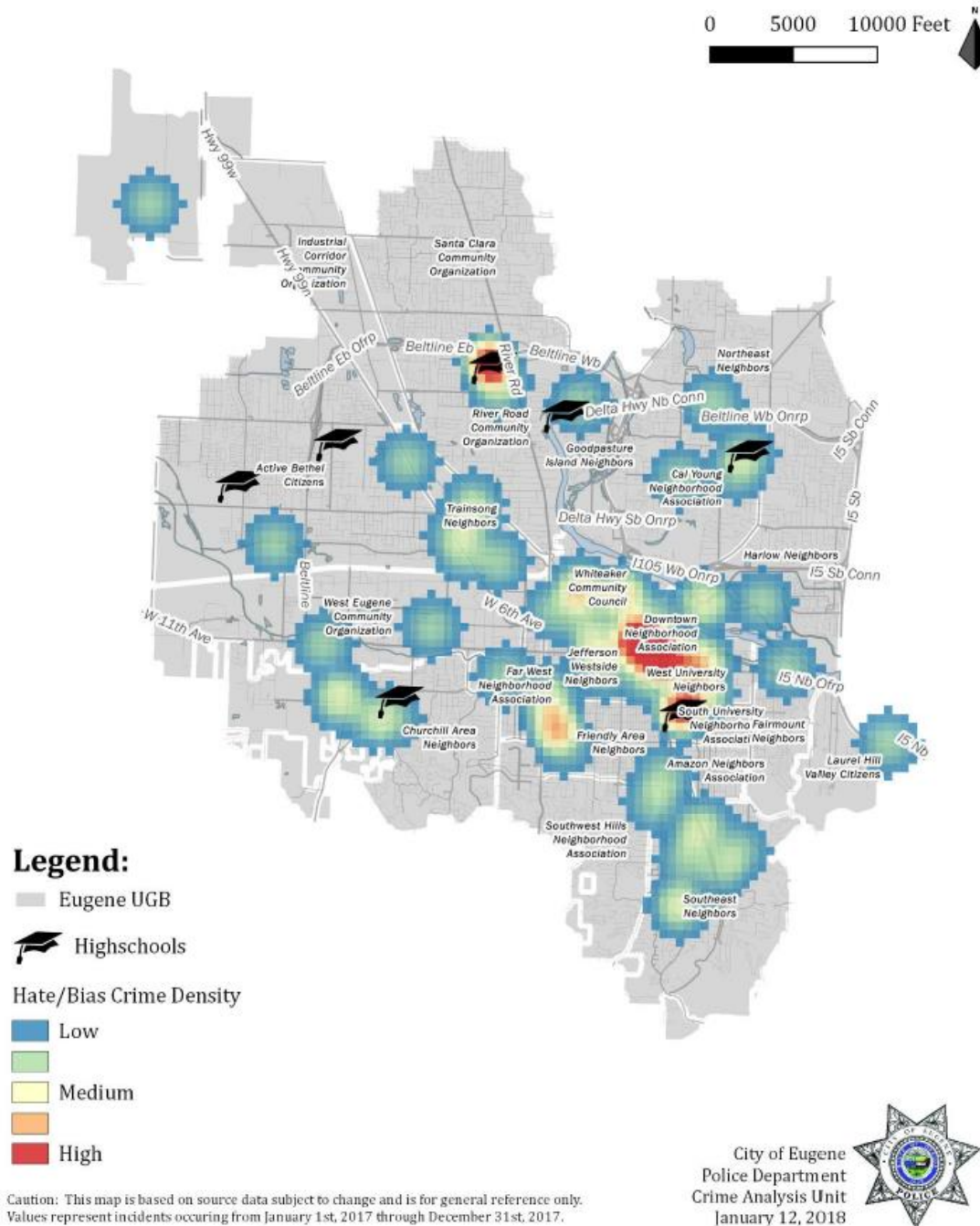
City of Eugene 2017 Hate and Bias Report

For the sixth consecutive year, the City of Eugene issued a report on both criminal and non-criminal hate and bias behavior. Below are some significant findings from 2017.
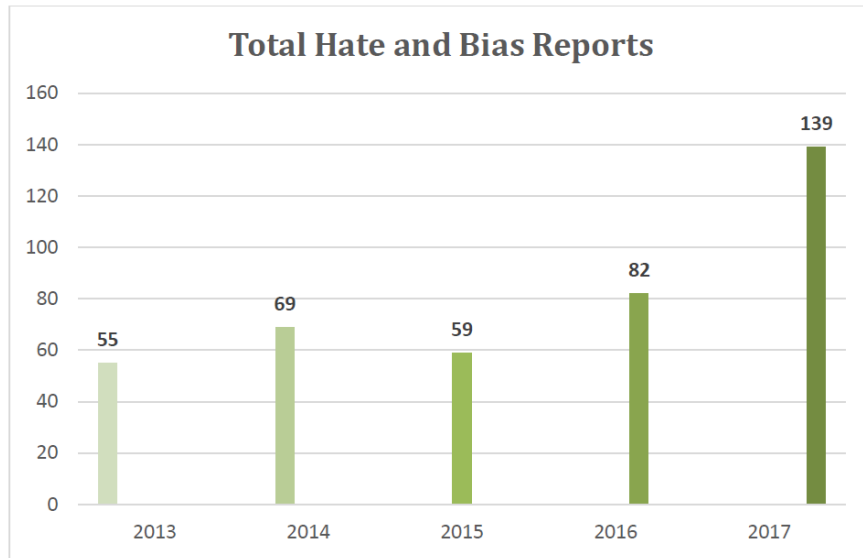
For the full report visit: https://www.eugene-or.gov/3643/Hate-and-Bias-Report

Important Findings in 2017

Hate and bias activity was reported throughout Eugene, with almost every neighborhood impacted by at least one incident.

Total Hate and Bias Reports

Year	Reports
2013	55
2014	69
2015	59
2016	82
2017	139

There was a 70% increase of criminal and non-criminal incidents reported in 2016. It is probable that the incidents reported in Eugene represent only a small percentage of the actual activity occurring.

2017 Criminal Reports Total[iii]	87
Race	31
Religion	19
Ethnicity	14
Sexual Orientation	11
Gender Identity	6
Association	5
Disability	1

Race continues to be the leading motivating factor in reported hate and bias activity in 2017. Of 87 reported hate crimes, 25 were committed against African Americans. Additionally, EPD data cites that crimes related to religion increased, specifically impacting the Jewish community which experienced 15 crimes, up from 4 in 2016.

2017 Non-Criminal Reports Total[iv]	51
Race	18
Religion	8
Disability/Mental Health	5
Ethnicity	5
Sexual Orientation	4
Source of Income	4
National Origin	3
Gender	2
Familial Status	2

For the sake of comparison, there were 38 non-criminal hate/bias incidents reported to HRNI in2016 and 10 in 2015.

Looking Forward

Expressions of hate, bias, and discrimination happen in Eugene and they impact our neighbors and community members' quality of life. We can work together to project a clear message that hatred and bigotry are not welcome, to act in solidarity with impacted communities, and to increase safety and inclusivity in Eugene. As you work through this Toolkit, you will find information and skills that will help you do so.

Below is an outline of the Toolkit's structure and what you can expect to find in the following chapters/appendices. Each was designed to build on one another, we recommend that you follow the order provided. However, we recognize that there is no formula or single route to preparing yourself, your neighborhood or your community to prevent and respond to hate and bias. We hope this Toolkit provides support and guidance to the community members and groups that choose to proactively build their knowledge and skills to create a safer and more welcoming Eugene.

Chapter 1: IDENTIFYING AND REPORTING HATE AND BIAS

Provides definitions and graphics to help you distinguish aspects of hate and bias activity. It covers the community's role in reporting and the processes taken by the City once an incident is reported.

Chapter 2: COMMUNITY ACTION FOR CHANGE

Provides a number of tools to help you develop strategies to confront hate in your community or neighborhood. Included are tools that will assist you in informing others of the risk and impacts of hate and bias, as well as to gain support for actions that foster a safe and inclusive community.

Appendix 1: THE HISTORY OF OPPRESSION

Introduces the history of oppression and considers its lasting and compounding effects on present day society. Following a brief introduction to the concept are additional resources and training opportunities for ongoing learning.

Appendix 2: IDENTITY AND SOCIAL GROUPS

Explores the topic of social identity and its relationship to power. It also examines how race, sex, age, or other characteristics can unconsciously influence how we see and treat others. Following a brief introduction to the concept are additional resources and training opportunities for ongoing learning.

Appendix 3: HOW TO SUPPORT PEOPLE WHO EXPERIENCE HATE

Provides one way that people who experience hate look to the community for empowerment and support. Included is the concept of *allyship* as a tool for hate and bias prevention and response. Following a brief introduction to the concept are additional resources and training opportunities for ongoing learning.

Appendix 4: UPSTANDER-BYSTANDER INTERVENTION

Describes an approach to safe intervention for witnesses of public harassment and hate. Following a brief introduction to the concept are additional resources and training opportunities for ongoing learning.

Chapter 1: Identifying and Reporting Hate and Bias

Introduction

In the last section, we looked at examples of hate, bias, and discrimination within Eugene. This chapter defines hate, bias, and discrimination in order to help you identify the differences in how each might be expressed. Reporting hate and discrimination is the most basic and important thing you can do to respond to hate activity in your neighborhood or community. In this section you will find information about how to distinguish non-criminal hate incidents versus criminal hate incidents, also referred to as hate crimes.

Understanding these issues and developing the skills to effectively respond takes time. The City of Eugene Office of Human Rights & Neighborhood Involvement staff are here to help if you're not sure if what you witnessed or experienced is non-criminal or criminal in nature. These written materials and trainings will increase your understanding. If you're unsure do not hesitate to contact our office.

1.1 What Are Hate, Bias, & Discrimination?

Hate, in the context of hate incidents, is an intense and irrational emotion derived from fear, rage, and prejudicial attitudes which often leads to acts of aggression and hostility.

Hate towards particular groups may be rooted in a perception of that group as a threat. Prejudicial attitudes often lead to perceiving individuals or groups, that one considers different from them self, as threatening their way of life - whether it be their access to resources or their customs, norms, values, and beliefs.
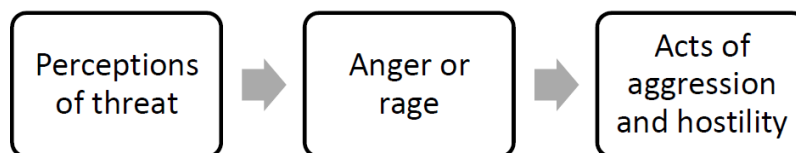

Figure 7 Intergroup emotions linked to perceptions of threat. From Equality and Human Rights Commission.

Bias is conscious prejudicial beliefs, attitudes and stereotypes held towards particular groups of people based on actual/perceived shared characteristics or identity (e.g. – race, sex, religion etc.).

Conscious or unconscious bias held by individuals impact how they make decisions – e.g. individual interactions, accusations, hiring/promoting decisions, where to donate money, who to believe or not believe – based on those biases.

Figure 8 Examples of bias. By Everyday Feminism

Discrimination is defined as the systematic denial (intended or unintended) of recognition, access to resources, power, privilege, and opportunity to certain people based on actual/perceived association with a group. Individual acts of discrimination are cumulative, contributing to systemic patterns.

Figure 9 Examples of discriminatory actions and thoughts. By Everyday Feminism

"Bias" versus "discrimination"

You may notice in the bias graphic that beliefs, attitudes, and stereotypes are expressed with thought bubbles, where as in the discrimination graphic they are expressed through speech bubbles. This distinction establishes bias as an *internally held* prejudice, whereas discrimination refers to *actions taken* based on internally held prejudice beliefs.

What is a Criminal Hate Incident (Hate Crime)?

Any Crime   +

Motivated by the Real or Perceived Association of a Person or Group

with a Protected Class   =   Hate Crime

The use of "hate" versus "bias"

Are you wondering why we use the term hate/bias crimes? You will often see hate and bias used interchangeably. Federal legislation uses the term "hate crime" and Oregon state statute uses "bias crime". They both refer to the same thing. The words "hate" and "bias" are put in front of "crime" because they refer to the *motivation* of the crime. For the sake of consistency, we will mostly use the term hate crime because it is a more commonly used term.

1.2 What Are Protected Classes?

Protected classes are groups of people that share characteristics legally protected by the law. These protections can be found in Federal, State, and Local laws. All hate crime and non-criminal incidents are reported on the real or perceived affiliation with a protected class. Federally protected classes include: Race, Color, National Origin, Sex, Religion, and Disability. Other jurisdictions may also add their own protected classes to this Federal list. The State of Oregon also includes: Sexual Orientation, Marital Status, Membership to a Labor Organization, Age, and Economic/Social Status. The City of Eugene has added the following to Federal and State designations: Familial Status, Marital/Domestic Partner Status, and Source of Income. The definitions below are not legal definitions.

- **Race:** Race discrimination involves treating someone unfavorably because he/she is of a certain race or because of personal characteristics associated with race.

- **Color:** Color discrimination involves treating someone unfavorably because of skin color.

- **National Origin:** National origin discrimination involves treating people unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not). National origin discrimination also can involve treating people unfavorably because they are married to (or associated with) a person of a certain national origin.

- **Sex:** Sex discrimination involves treating someone unfavorably because of that person's sex. Discrimination against an individual because of gender identity, including identifying as transgender, or because of sexual orientation is discrimination because of sex in violation of Title VII.

- **Religion:** Religious discrimination involves treating a person unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

- **Disability:** Disability discrimination occurs when an employer or other entity covered by the Americans with Disabilities Act or the Rehabilitation Act treats an individual with a disability unfavorably because she has a disability.

- **Sexual Orientation:** Discrimination based on sexual orientation involves treating someone unfavorably based on their emotional, romantic or sexual attraction to other people. Sexual orientations include (but are not limited to) gay, lesbian, straight, bisexual, and asexual.

- **Marital Status:** Marital status discrimination involves treating someone unfavorably based on their legal relationship status. Marital status may include married (either same sex or opposite sex), divorced, separated, or single.

- **Membership to a Labor Organization:** Discrimination based on membership to a labor organization involves being treated unfavorably because of one's membership or one's favor of labor organizations.

- **Age:** Discrimination based on age includes anyone at or over the age of 18, and involves someone being treated unfavorably based on their age.

- **Economic/Social Status:** Discrimination based on socioeconomic status involves someone being treated unfavorably based on a combination of factors such as their level of income, level of education attained and previous or currently held occupation.

- **Familial Status:** Discrimination based on familial status involves when someone (single parent, divorced, co-parent) is treated unfavorably because they have a child under age 18 in the household, whether living with a parent, a legal custodian, or their designee. It also covers a woman who is pregnant, large families, and people in the process of adopting or gaining custody of child/children.

- **Marital/Domestic Partner Status:** Discrimination based on marital or domestic partner status involves someone being discriminated against based on being single, married, in a same-sex domestic partnership, opposite-sex domestic partnership, divorced or widowed.

- **Source of Income:** Discrimination based on source of income is when someone is treated unfavorably based on the means by which a person makes an income. Some examples of income types falling under this category are Social Security, Supplemental Security Income (SSI), veteran's benefits, WIC, housing assistance, food benefits, Medicaid, or even exotic dancers.

1.3 What Are Hate Incidents?

The term "hate incidents" refers to both non-criminal and criminal hate activity. Hate incidents are distinguished between criminal and non-criminal incidents because the distinction determines how the incident is reported and the City of Eugene's subsequent approach to response. Below you will find more on non-criminal versus criminal hate incidents.

If you are not sure whether the hate incident you have experienced or witnessed is non-criminal or criminal and it is not an emergency, contact HRNI or the EPD non-emergency line for assistance.

Non-Criminal Hate Incidents:

This type of hate activity includes biased or bigoted acts that target a group of people, individuals, or property, that are not classified as crimes. Non-criminal hate activity often is protected by free speech and can include rallies, offensive signs or t-shirts, leafleting and flier distribution, and group meetings. Attempts to regulate speech face substantial constitutional hurdles. Eugene Police Department (EPD) law enforcement typically does not involve itself in non-criminal hate activity, often expressed as 'hate speech'.

Real examples of non-criminal hate incidents:
- Recruitment flyers on a community bulletin board for white nationalist organizations that reference a pure race and securing a future for white children.
- A customer would not accept help from a person of color at an office. The customer indicated that they would wait until a white person came to help them.
- A female wearing a hijab was walking down the street with family members. They reported that occupants in a vehicle circled the block three times yelling anti-Muslim hate speech at them and holding up their middle fingers.

Criminal Hate Incidents – Hate Crimes:

Hate crimes are referred to as "bias crimes" in Oregon state statute, however we will use "hate crimes" in this document because it is more widely used.

Hate crimes include any *criminal* act against a person, group of people, or property motivated by bias or prejudice. Hate crimes are not stand-alone crimes, rather the term "hate" is used to describe the nature of crimes and distinguish those that are motivated by prejudice and bias against designated protected classes. Hate crimes can include all classes of crime motivated by prejudice that is based on actual or perceived race, color, religion, national origin, sexual orientation, gender identity, or disability. In addition to statutory reporting of state and federally classified hate crimes, EPD also tracks crimes motivated by perceived or actual age, economic status, social status, citizenship, marital status, or political affiliation or beliefs, and membership or activity in or on behalf of a labor organization or against a labor organization, in alignment with state reporting guidelines and City Code.

Crimes range from telephonic harassment, graffiti, property damage, to physical assault or murder. Criminal mischief, intimidation and assault are common hate crimes in Eugene. EPD Special Investigations Unit leads criminal investigations of bias crimes.

Real examples of criminal hate incidents:
- A woman boards a bus and is looking out a window. The person sitting in front of the window that the woman is looking out starts yelling homophobic slurs at her and calls her 'gay' *(this is not a crime)*. Without provocation, the person yelling homophobic slurs gets up and begins striking the woman and people around her *(the crime charged was assault and the hate indicators are the homophobic slurs)*.
- A student's parent reported graffiti containing racial and anti-Semitic slurs on the side of the school's playground (*the crime charged was vandalism and the hate indicators are the racial and anti-Semitic slurs*).
- A woman was hit and kicked by three unknown men after a comment was made regarding her gender and appearance (*the crime charged was assault and the hate indicators are the comments regarding gender identity*).

1.4 More on Hate Speech

"Hate speech is speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other [protected] traits."

--American Bar Association

Intense and irrational emotion of opprobrium, enmity and detestation towards an individual or group.

Any expression of hate towards an individual or group defined by a protected characteristic.

HATE SPEECH

Any expression imparting opinions or ideas – bringing an internal opinion or idea to an external audience. It can take many forms: written, non-verbal, visual, artistic, etc, and may be disseminated through any media, including internet, print, radio, or television.
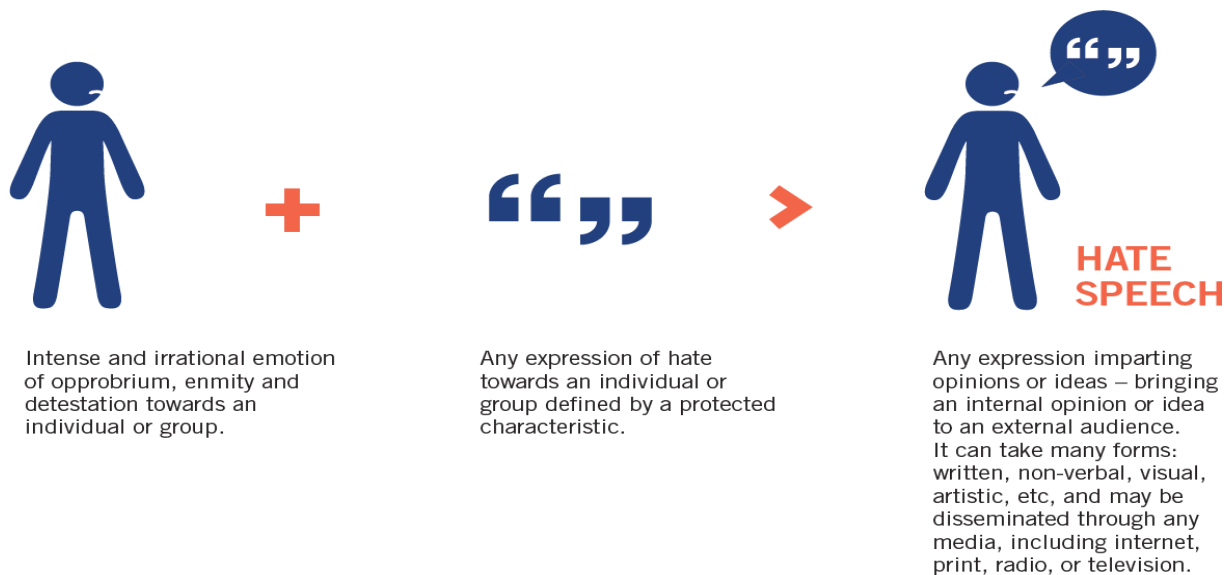
Figure 10 Article 19 Organization

The First Amendment establishes and protects each of our right to freedom of speech and expression. It has supported and served important efforts for communities to gain rights through the Civil Rights Movement, women's right to vote, and the Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ) Rights Movement. The First Amendment also protects the expression of hateful speech. Hate speech is motivated by bias and has harmful effects on communities, often inciting hostility, vulnerability, and fear. The right to freedom of speech provides an opportunity to counter hate speech.
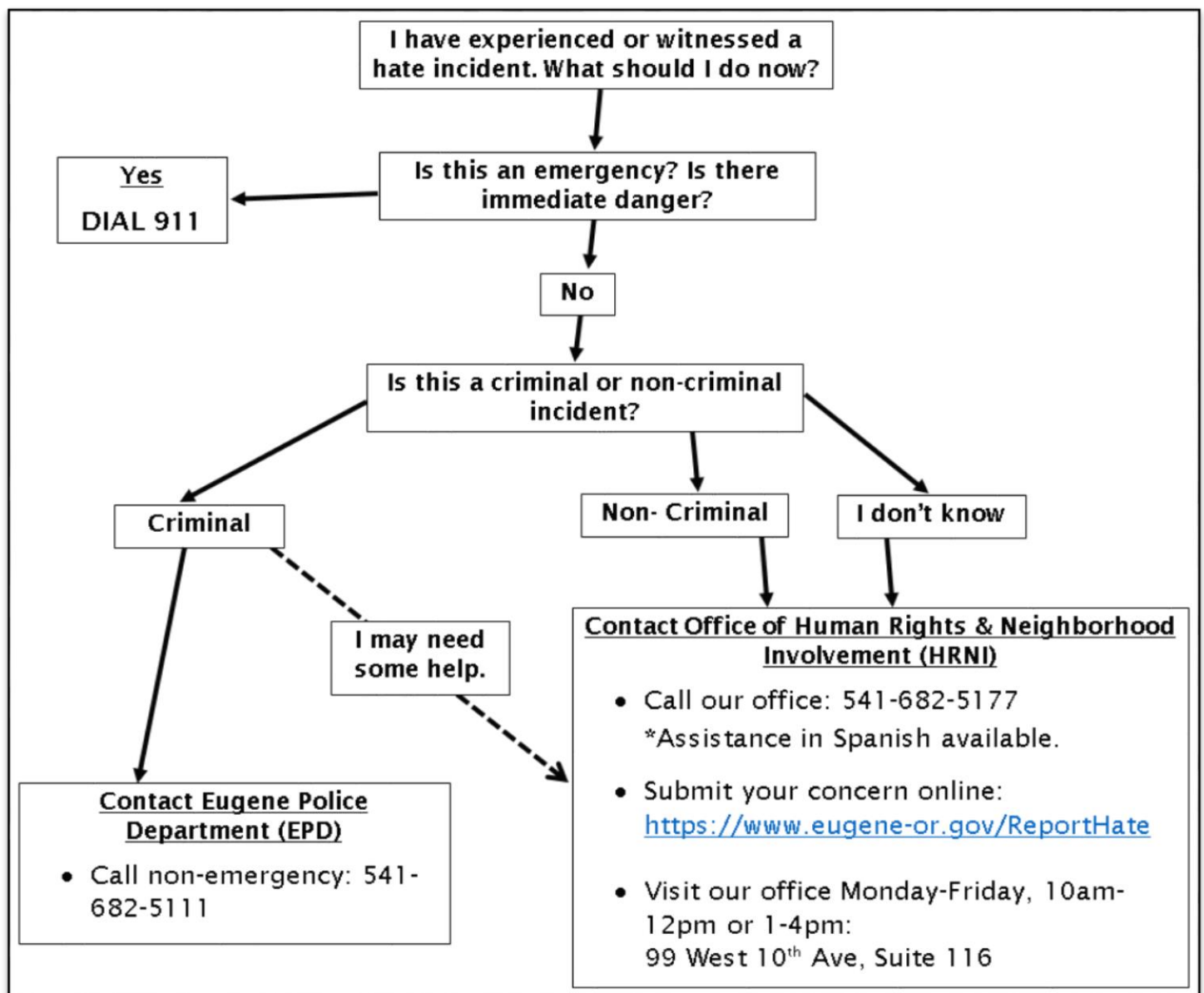
1.5 Reporting

Reporting hate incidents is the most basic and important way to respond. According to the 2010 Department of Justice Hate Crime Victimization Report estimated that nationally only 25-42% of hate crimes are reported to police. Given this information, it is likely that the hate incidents reported in Eugene represent only a fraction of the actual activity that is occurring. Improving understanding of how to report both through EPD and HRNI and developing a sense of safety in the community to report hate activity are essential to improving the community's experience.

Hate incidents are reported from diverse sources, such as a community member victim or witness, police, community-based agencies such as the NAACP, Jewish Federation or Community Alliance of Lane County (CALC), family members, schools, the Mayor, City Councilors, city staff or newspapers. An incident reported to the City will trigger the hate response protocols.

The City of Eugene responds to hate activity in a variety of ways based on nationally recognized best practices. **The City's response is victim-directed and protects victim confidentiality.** Various people and organizations provide support based on the circumstances and the expressed wishes of the victim.

Below is a graphic to guide you through the Eugene's reporting process. If you are unsure whether the incident is criminal or non-criminal and it is NOT an emergency, call HRNI or the EPD non-emergency line for assistance.

I have experienced or witnessed a hate incident. What should I do now?

Is this an emergency? Is there immediate danger?

Yes
DIAL 911

No

Is this a criminal or non-criminal incident?

Criminal

Non-Criminal

I don't know

I may need some help.

Contact Eugene Police Department (EPD)
- Call non-emergency: 541-682-5111

Contact Office of Human Rights & Neighborhood Involvement (HRNI)
- Call our office: 541-682-5177
  *Assistance in Spanish available.
- Submit your concern online:
  https://www.eugene-or.gov/ReportHate
- Visit our office Monday-Friday, 10am-12pm or 1-4pm:
  99 West 10th Ave, Suite 116

1.5.1 Report and Response to Criminal Hate Incidents/Hate Crimes

Police notification: The Eugene Police Department (EPD) fields hate crime reports. Inform EPD of possible hate *crimes* as soon as possible. This will initiate the internal EPD process to investigate the situation as a hate crime.

1. If you are witnessing an active crime and/or someone is immediate danger dial 911.

2. For a non-emergency, call 541-682-5111.

3. If you feel you may need help contacting EPD, call our office: 541-682-5177

Police follow-up protocols: Patrol notifies the Special Investigations Unit Sergeant, the Eugene Police Public Information Officer and Police Chief. EPD then notifies the City Manager, Community Relations Manager, Mayor and City Council. In some cases, County leadership may also be involved. Police also notifies HRNI so all hate activity can be logged and tracked. Police may choose to send out a pre-media brief advisory immediately following criminal events, if they anticipate concern from or in the community. All investigations are handled by the Special Investigations Unit.

1.5.2 Report and Response to Non-Criminal Hate Incidents

HRNI notification: HRNI is responsible for fielding non-criminal hate and bias incidents, discrimination complaints related to housing, employment, public accommodations, public access (including accessibility requests and grievances), and City contracts that occur within the City of Eugene.

To report a hate incident or discrimination complaint:

1. Call our office: 541-682-5177

2. Submit your concern online: https://www.eugene-or.gov/ReportHate

3. Visit our office Monday-Friday 10am-12pm and 1-4pm, 99 West 10th Ave, Suite 117

HRNI follow-up protocols: HRNI maintains a hate and bias activity log to monitor and report on hate incidents, both criminal and non-criminal, and trends in our community. HRNI staff will work with the victim/s, assess the situation, and with partners coordinate a timeline and process for connecting with the targeted individual or group, and the impacted community (social group and/or geographic area). HRNI also works with victims to identify if a city response is desired and will coordinate a response when appropriate.

A staff member is identified to document and follow-up on the case. The staff will identify a team to support an appropriate response, and may coordinate contact with the media, as well as with victim and broader community, as necessary and desired. Staff act as resources and guides to help connect with an impacted individual and community.

If you or someone you know has been discriminated against, we can assist with the following services through the Rights Assistance Program:

- Assistance accessing services, events, and facilities in the City of Eugene,
- Providing referrals to appropriate resources,
- Ensuring access to appeal and grievance processes,
- Facilitating informal conflict resolution

1.5.3 Hate Graffiti/Posters Situational Guide

Private Property Graffiti:

If you discover hate graffiti or posters on your own property, call the Eugene Police Department non-emergency line at (541) 682-5111. If you witness someone actively vandalizing or if you witness or are experiencing a life threatening emergency, call 911.

Public Right of Way or Public Property Graffiti:

If you witness hate-related graffiti or posters* on public property,

1. Take a picture, but do not attempt to remove the graffiti or poster

2. Make a report with the picture(s) attached through one of the following methods:

    a. Online form: https://www.eugene-or.gov/ReportHate

    b. Email HRNI@ci.eugene.or.us

    c. Call us at (541) 682-5177

3. Information to include in the report,

    a. Location - either address or cross streets with a description of the location of the graffiti or poster

    b. Detailed description of what you are reporting

Our staff will ensure that the Eugene Police Department is notified when appropriate. Our office is open Monday through Friday from 10am to 12pm and 1pm to 4pm. You are welcome to make reports anonymously via the online form, by phone or in person.

*Some posters on public property are protected by free speech. HRNI would still like you to report them to their office.

Always inform Eugene Police Department of possible crimes as soon as possible.
Call 911 during a crime. Call 541-682-5111 to report a non-emergency crime situation.

Information about other hate activity should be directed to Human Rights and Neighborhood Involvement at 541-682-5177 or eugene-or.gov/humanrights

---

1.5.4 Resources

Eugene Police Department
Emergency: 911
Non-emergency line: 541-682-5111

City of Eugene Human Rights & Neighborhood Involvement
541-682-5177
Email: HRNI@ci.eugene.or.us
www.eugene-or.gov/humanrights

University of Oregon Bias Response Team
541-346-1134 or 541-346-1139
Email: brt@uoregon.edu

Community Alliance of Lane County
Back to Back: Allies Against Hate Program
541-485-1755
Email: report_hate@yahoo.com

Department of Justice
Community Relations Service
Regional Headquarters
915 Second Avenue, Suite 1808
Seattle, WA 98174
206- 220-6700
Will assist in cases of significant community impact.

Looking Forward

In this chapter, we distinguished aspects of hate and bias activity. We reviewed the community's role in reporting and the processes taken by the City once an incident is reported. We hope that this provides enough information for you to feel comfortable reporting and to begin preparing your communities and neighbors to report too.

Awareness of hate, bias, and discrimination in Eugene and a basic understanding of how to respond leads us to prevention strategies. Chapter 2 is geared toward community engagement efforts to prevent hate by proactively building safe and welcoming communities and neighborhood.

Chapter 1 Notes

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Chapter 2: Community Action for Change

Introduction

This chapter provides a number of tools to develop strategies for addressing hate in your communities and neighborhood. Included are tools to assist you in informing others of the risk and impacts of hate as well as gain support for actions that foster a safe and inclusive community.

Our office promotes education and community engagement as tools for addressing hate, bias, and discrimination. Community engagement is the act of working collaboratively to address issues that the community faces. Through identifying hate activity in Eugene, spreading awareness, and building our community's capacity to address it, community engagement efforts can be a strong force for catalyzing action and change.

The first tool provided is the idea of a statement to action, including some real examples. This is followed by a checklist to track and direct learning throughout use of the Toolkit. Following is a template for mapping community and neighborhood partners, an action plan template, lawn sign dispersal and door-to-door knocking scripts for expanding participation. Our staff offer and recommend participating in a training to develop your leadership and community engagement capacity. In the meantime, we encourage you to use the tools in this section to begin developing community engagement efforts.
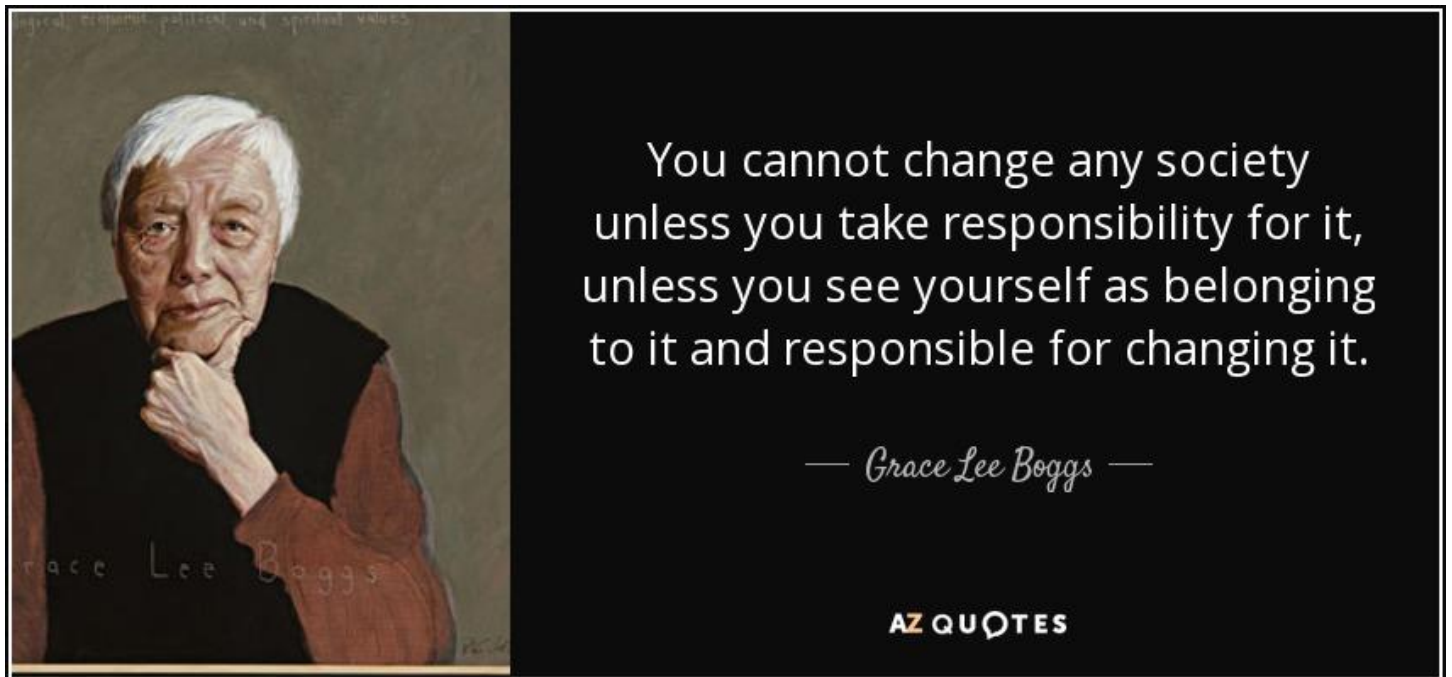

Figure 11 Quote from Grace Lee Boggs, Graphic from AZ Quotes

2.1 Statements to Action

We are all in this together. Building safe and welcoming communities results from community-wide action. Writing a statement of action is one way to join a community effort against hate and to show support to people targeted by hate incidents. Below are some examples of statements to action that community groups in Eugene have implemented.

Friendly Area Neighbors Equity Resolution

"The Friendly Area Neighborhood Association is committed to the human right of all to be free from discrimination. Discrimination against people on the basis of their national origin, race or ethnicity, religion, immigration status, language of origin, gender, gender identity or expression, sexual orientation or identity, socioeconomic status, housing status, or disability, should simply not be tolerated. The number of hate crimes and bias incidents reported in Eugene has been increasing and no doubt many go unreported. FAN's Equity Action Team will work with residents and local institutions (schools, churches, businesses) to foster and sustain a neighborhood environment that is diverse, inclusive, safe, and welcoming; encourage the implementation of practices, projects, and events that help prevent such harmful incidents; and, effectively respond to hate crimes and bias incidents when they occur."

National Association for the Advancement of Colored People (NAACP)

"The mission of the NAACP is to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination. In Lane County, primary activities include implementation of education programs and events for public awareness and community building. The Eugene Springfield NAACP also coordinates institutional collaborations to increase cultural inclusion."

Neighborhood Leaders Council (NLC) Equity Subcommittee

"To help provide direction and resources, with the assistance of HRNI staff, to the NLC and therefore Neighborhood Associations, about how Neighborhood Associations can reduce barriers to participation and work towards being more inclusive through increasing awareness around equity issues and participating in neighborhood hate/bias prevention and response."

For more information or to join the NLC Equity Subcommittee, please contact Lorna Flormoe (541-682-5670).

Trans*Ponder

"Trans*Ponder is a grassroots, completely transgender founded and led non-profit based in Eugene, Oregon. It provides support, education, and advocacy for the Trans/Gender Diverse community and its allies."

2.2 Readiness and Learning

Readiness Checklist

The Readiness Checklist is a tool for reflection and finding direction. These concepts are integral to understanding the impact of hate on our communities and neighborhoods.

Below is a list of statements reflecting the learning outcomes of each chapter and appendix. These concepts take time to grasp and are part of ongoing learning for everyone. We expect that many Toolkit users will wish to review a chapter or appendix more than once before they feel ready to move on. This Checklist is simply meant to help you determine which sections of the Toolkit will be most helpful for your ongoing learning.

If you are engaging with the Toolkit as part of a group, go through the Checklist individually and then use the Group Results Review Table below to assess your results together. On your own, take time thinking through each statement. Ask yourself, "have I learned this concept before?" and "could I explain this concept to a neighbor?" The check mark, question mark, and blank assessment scale will help you identify where to focus your efforts in the Toolkit next, whether that be review a chapter/appendix or move forward to the next section.

> **To assess your progress use this key:**
>
> ☑ = "I understand this concept well enough to explain it to a neighbor"
>
> ? = "I recall learning about this concept but could not explain it to a neighbor"
>
> ☐ = "I don't know about this concept"

After you complete the Checklist, you will find instructions on how to use your results.

Chapter 1:
- ☐ 1. I am aware of hate activity and how it impacts me, my family, and the community.
- ☐ 2. I am familiar with protected classes and how they relate to hate incidents.
- ☐ 3. I can identify a hate crime versus a non-criminal hate incident.
- ☐ 4. I know how and where to report a hate crime versus a non-criminal hate incident.

Chapter 2:
- ☐ 5. I recognize how engaging my community and neighborhood to spread awareness and gain support is helpful to hate prevention and response.
- ☐ 6. I am aware of tools and strategies to spread awareness and gain support for hate prevention and response efforts.

Appendix 1:
- ☐ 7. I can identify specific ways that hate, bias, and discrimination are historically rooted in our country and continue to advantage some groups and disadvantage others today.
- ☐ 8. I am aware of local and national efforts to address the institutions and practices that disadvantage marginalized people.

Appendix 2:
- ☐ 9. I realize how identity (race, ethnicity, ability, gender identity, sex, socioeconomic status, education, age, religion, language, etc.) can impact one's ability to influence and access resources.
- ☐ 10. I am familiar with how certain aspects of my identity may have benefitted and disadvantaged me.

Appendix 3:

☐ 11. I seek out information on my own to better understand issues that are important to people that I wish to support.

☐ 12. I participate in efforts and follow the lead of people who have experienced hate in our community.

☐ 13. I am conscious of words and actions that communicate hostility, insult, and/or demean marginalized groups, and speak up when I witness them.

☐ 14. I own my mistakes and apologize for the impact they had, even when that negative impact was unintentional.

Appendix 4:

☐ 15. I have learned and practiced strategies for safe intervention in order to support targets of harassment.

You have completed the Checklist! Reviewing your results will help you determine whether there is a section you should review or whether you are ready to move on in the Toolkit.

1. Check which sections you marked with question marks or left blank - this is an indication that you might want to engage with the concepts in the associated section more. Refer to the key for a reminder of what each symbol indicates.
2. Acknowledge the sections that are completely check-marked, this may indicate that it is time for you to move forward to a new chapter/appendix in the Toolkit.
3. Document your results in the Individual Learning Tracker table below.
4. If you are a part of a group, collect your results into the Group Results Table below to assess group results and help determine what sections as a group to review and pursue.

The information in each chapter/appendix builds on the previous section. We recommend engaging with each section in the order laid out. The appendices offer a brief introduction, some questions to consider, links to training opportunities, and additional resources on the subjects referenced in this checklist. Use the results from the checklist to determine the most helpful resources and training opportunities for your learning. If you want to discuss these tools or the check list contact HRNI.

Individual Learning Tracker

Consider going through this checklist every 6 months or so to determine which concepts and skills to pursue or review. Once you have reviewed your results, document them in this table. By doing so, you may track your learning as you work through different sections of the Toolkit. This table will assist you in visually tracking the progress you make.

Date	Total Check Marks	Total Question Marks	Total Blanks
Example	4	6	5

Group Results Review Table

If you are using the Toolkit as part of a group, complete the checklist individually and then use this table to assess your results as a group.

1. Go through each item of the checklist together and mark how many people responded by check mark, question mark, and left blank. This is a good time to discuss what you know and what you want to learn more about. Recognize that wherever folks are at is a good starting place.
2. Go through each question and identify what was the most common response. All ties should denote a question mark as the majority response. The majority response column will help the group identify chapters/appendices to prioritize in their learning.

The information in each chapter/appendix builds on the previous, HRNI recommends engaging with each section in the order laid out. HRNI will gladly help your group determine which appendices to focus your learning on and provide additional support as we're able to.

Question	Number of check marks	Number of question marks	Number of blanks	Majority response
Example	1 person	4 people	2 people	?
Chapter 1				
1.				
2.				
3.				
4.				
Chapter 2				
5.				
6.				
Appendix 1				
7.				
8.				
Appendix 2				
9.				
10.				
Appendix 3				
11.				
12.				
13.				
14.				
Appendix 4				
15.				

Group Learning Tracker

It is good practice to document and track your learning as you work through different sections of the Toolkit. HRNI recommends going through this checklist every 6 months or so to determine concepts and skills to pursue or review.

Date	Total Check Marks	Total Question Marks	Total Blanks
Example	12	18	15

2.3 Community Organizing Tools

Community engagement involves groups assessing, planning, implementing, and evaluating solutions to problems that affect them. As such, community engagement requires interpersonal trust, communication, and collaboration. Included in this section are some helpful tools to recruit more of the community in your efforts to spread awareness and confront hate and bias.

2.31 Mapping Your Neighborhood & Community Partners

Below is a template for brainstorming potential partners in your communities and discussing connections your group may have to these organizations. This tool is best used as a group to maximize networks and relationships.

Where do people gather? (schools, businesses, community centers, faith centers, etc.)

Where do people gather? (Brainstorm lists below)	Does your group have an existing relationship with the organization?	Is anyone in your group personally connected? Can they lead outreach? If not, who will lead reaching out to the group? How and by when?
Schools		
Faith Centers		

Community Organizations		
Businesses		
Community Centers		

2.32 Who In the Group Has Experience Building Partnerships?

Use this template to facilitate a discussion on the group's connections and strengths. This tool will help your group develop a plan to engage more of the community.

Individual's Name	Which communities are they connected to?	Who in the group can talk to them about getting involved?

2.33 Action Plan Template

Now that you have discussed your group's connections and potential community partners, use this template to develop a plan. How will you involve partners and engage more of your community in preventing and responding to hate and bias? What have you learned so far through your participation in the Toolkit that you think more people should be aware of? Each group will have unique strengths that can be applied to engaging the community.

In the next 30-60 days			
Goal	Action	Who will lead?	Evaluation Metric
EXAMPLE: Recruit new members to our equity subcommittee.	Pass out lawn signs around our neighborhood and invite neighbors to our next meeting.	Greg and Maria	5 new members in 60 days.

In the next 6 months to a year			
Goal	Action	Who will lead?	Evaluation Metric

2.4 Lawn Signs

HRNI will have some lawn signs available for your community or neighborhood group to distribute. This sign can serve as a unifying element. It is an opportunity to reach out to community members and neighbors about organizing against hate. Lawn signs make a statement about the collective values of the neighborhood and creates an overall sense of safety and unity. A number of neighborhoods have already produced their own lawn signs. If you'd like to see examples of these signs contact HRNI.

Physical displays of allyship can be seen as expressions of support to vulnerable community members. In the next section, you will find Door-to-door Knocking Scripts to assist you in distributing signs and engaging the community around making their neighborhoods and communities welcoming and inclusive.

To learn more about obtaining signs, please contact HRNI. The following sign will be modified to read "No matter who you are or where you are from, we are glad you are our neighbor" and will have a City logo and a place for an organizational logo.

No importa de dónde eres, estamos contentos que seas nuestro vecino.

No matter where you are from, we're glad you're our neighbor.

لا يهم اين ولدتم، و لكننا سعداء انكم جيراننا.

www.welcomeyourneighbors.org

2.5 How to Build a Walking Map

Use this tutorial prior to door-to-door knocking in order to plan out where and how you will engage parts of your neighborhood. This will help you map out your effort and divide up walking between team members.

Open a Maps website. (Google Maps was used for this example)

1. Search for the location where you will meet or an incident occurred.
2. Zoom out around this location to show the surrounding area.
3. Print this map to show the surrounding area and location.
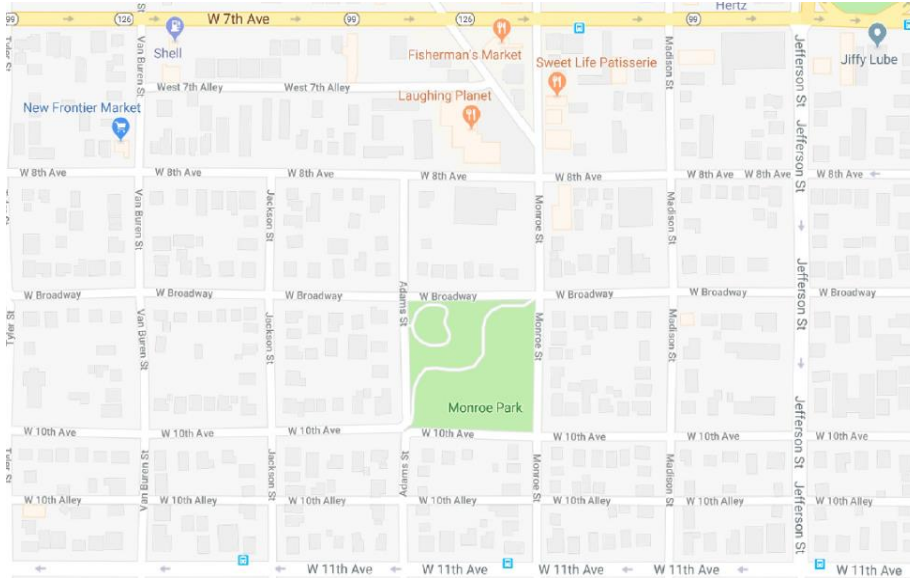
4. Using the map, divide up regions of the neighborhood that people can door knock in pairs. If you're unfamiliar with the area you should walk, bike or drive it to make sure the area has a similar number of front doors.
   a. Here are a few tips:
      i. Look for apartment complexes. (Some may be inaccessible from the outside, others may have 20 doors. Apartment complexes are quicker to knock doors at because of the proximity of front doors but overall may take more time because of the number of doors. Sometimes permission is needed from property management.)
      ii. Look for businesses and have a plan of what to say at a business
      iii. Check for any safety hazards (are sidewalks under construction for a few blocks?)
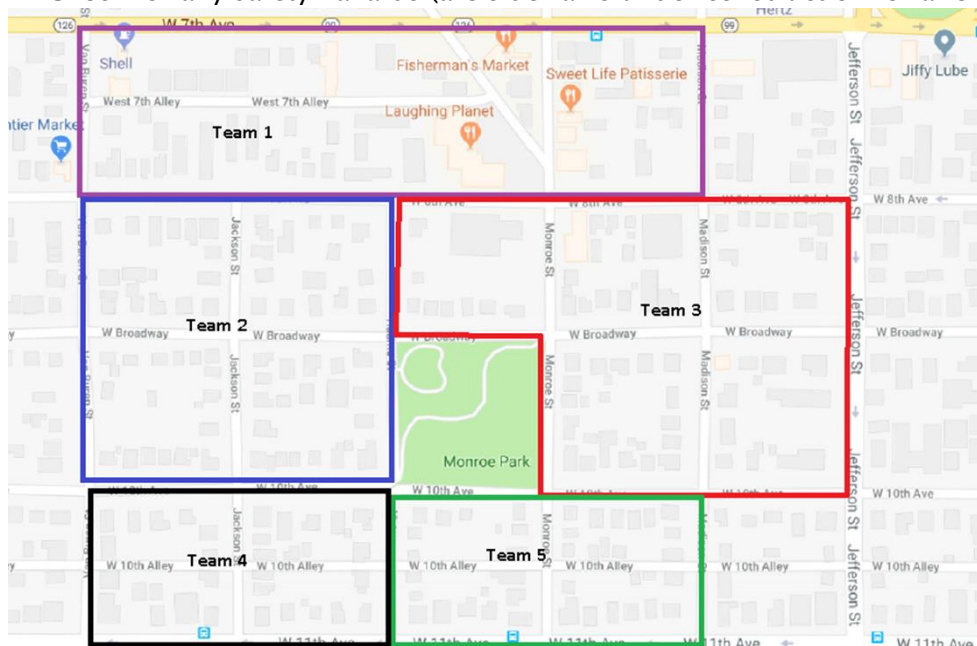
2.6 Door-to-door Knocking Scripts

In this section, you will find a proactive and a responsive knocking script. The Proactive Knocking Script can be used to spread awareness and involve more community in efforts to prevent hate and bias. This script will assist you in distributing welcoming neighborhood lawn signs. The Responsive Knocking Script is useful in spreading awareness and organizing a community-wide response after a hate incident or crime occurs.

This is suggested language and can be adapted to better reflect your group. You should always use language that feels natural to you when you're talking to someone at their door.

Proactive Door Knocking Script

As you approach the front door take a moment to take a deep breath, review your script, smile and knock.

[Door is answered – SAY]

> Hi, I'm _____ and I live in the neighborhood. I'm knocking on our neighbors
> doors today to talk about creating a safe and welcoming community for all of our neighbors. Do you have a few minutes to talk?

[If they say NO – SAY]

> I understand, thank you for your time. Here's a postcard with information about our Neighborhood Association. You can find more about what we're doing to create welcoming communities and about the association at this website.

[If they say YES – SAY]

> Thank you. Our neighborhood association, ___**insert name___,** has a goal that people from all different backgrounds feel welcome here. One thing we're doing to help us reach that goal is talking to neighbors about how they can help make our neighborhood more welcoming.

> - One way people can help is by putting lawn signs up that say "No matter who you are or where you are from, we're glad you're our neighbor". Would you be willing to put up a lawn sign?
>   **[If YES – SAY]**
>   Great, thank you! Do you know anyone else in the neighborhood who you think would want to put one up? Would you want to talk to them or can you direct me to them?
> - Another option is to sign this pledge to be welcoming to our neighbors and to report any hateful acts if you witness them.
>   This is pretty simple, you don't have to know for sure what you witnessed was hateful, the people who will pick up these calls will help you figure that part out. The important thing is that we report incidents so that we can better understand what is happening here in our neighborhood.
>   - If a neighbor is unsure what you mean say – This could be neighbors fighting and one saying you're not welcome here because of their race or gender. It could also be hate graffiti.
> - Finally we hope everyone will get involved with ___**insert NA name___.** We're all members just by living here!
>   Our Neighborhood Association has ___ membership meetings where we talk about these issues and many more that may interest you. You can sign up here to receive email updates about what I'll be on our agendas to determine if you'd like to attend.

[Close – SAY]

I really appreciate you taking the time to talk to me. I hope to see you around our neighborhood.

Leave behind:

- Postcard with NA information and how to report hate and bias
- Lawn sign (if they commit to putting it up)

Responsive Door Knocking Script

As you approach the front door take a moment to take a deep breath, review your script, smile and knock.

[Door is answered – SAY]

Hi, I'm _____ and I live in the neighborhood. I'm talking to our neighbors
today to talk about an incident that occurred at ___insert location___ a few days ago.

Did you hear that ___**insert short description of what happened___.**

- [Tip: Stick to what happened, when, where, who was targeted and why you/the NA cares.]
- [Discuss what happened - Let them respond to what you've shared and ask you questions.]

[ASK]

Do you have a few minutes to talk about what we can do as neighbors to address this issue and make our community more welcoming in the future?

[If they say NO – SAY]

I understand, thank you for your time. Here's a postcard with information about our Neighborhood Association. You can find more about what we're doing to create welcoming and safe communities and about the association at this website.

[If they say YES – SAY]

Thank you. Our neighborhood association, ___**insert name___,** has a goal that people from all different backgrounds feel welcome here. One thing we're doing to try to reach that goal is talking to neighbors about how they can help make our neighborhood more welcoming.

- One way people can help is by putting lawn signs up that say "No matter who you are or where you are from, we're glad you're our neighbor". Would you be willing to put up a lawn sign?

  [If YES – SAY]

  Great, thank you! Do you know anyone else in the neighborhood who you think would want to put one up? Would you want to talk to them or can you direct me to them?

- Another option is to sign this pledge to be welcoming to our neighbors and to report any hateful acts if you witness them.
  This is pretty simple, you don't have to know for sure what you witnessed was hateful, the people who will pick up these calls will help you figure that part out. The important thing is that we report incidents so that we can better understand what is happening here in our neighborhood.

  o If a neighbor is unsure what you mean say – This could be neighbors fighting and one saying you're not welcome here because of their race or gender. It could also be hate graffiti.

- Finally we hope everyone will get involved with ___insert NA name___. We're all members just by living here! Our Neighborhood Association has ___ membership meetings where we talk about these issues and many more that may interest you. You can sign up here to receive email updates about what I'll be on our agendas to determine if you'd like to attend.

[Close – SAY]

I really appreciate you taking the time to talk to me. I hope to see you around our neighborhood.

Leave behind:

- Postcard with NA information and how to report hate and bias
- Lawn sign (if they commit to putting it up)

Looking Forward

In this chapter, users found a series of tools to support their community engagement efforts. Many of the tools in this chapter can be revisited whether to track progress in your own learning and or to track the success of community engagement efforts.

Following Chapter 2, there are a series of appendices on topics that give context to the existence and perpetuation of hate, bias, and discrimination. In each appendix, you will find a brief introduction, some questions to consider, links to training opportunity, and additional resources on subjects that provide context to the existence of hate and bias and actions to take against it. We believe that learning is an ongoing process. The following appendices are intended to support you in your learning and capacity to create more welcoming, safe, and inclusive communities.

Chapter 2 Notes

Appendix 1: The History of Oppression

Oppression is the individual or institutional use of power over a person or group that results in one group benefiting from the domination and dehumanization of another group. Historically, some groups of people have experienced this over long periods of time.

This appendix explores the topic of oppression historically and into present day. Until now, we have mostly learned about hate, bias, and discrimination on a small interpersonal scale. By examining hate, bias, and discrimination in relation to systemic causes and effects, you can understand how hate incidents perpetuate the larger system of oppression in the United States. This appendix only covers an incredibly small amount of our vast United States history and its connection to oppression. If you'd like to continue to learn more about this topic, we recommend participating in a training to learn more about oppression, hate incidents, and action to take against it. In training, we will take a deeper look at historic roots of oppression and the lasting and compounding impacts on today's society. In the meantime, we encourage you to read this brief introduction to the history of oppression and explore some more resources provided below.

1.1 Introduction

Oppression occurs when people experience different and unfair outcomes in their lives because of how systems are set up to benefit some over others. Power, while neutral until used to create justice, neutrality or oppression, can result in the ability to decide who will have access to resources and set the direction of the actions of others and/or the course of events. Historically power is afforded and maintained through policy, fear and resource distribution based on one's social identity (race, ethnicity, socioeconomic status, ability, gender identity, religion, age, etc.). How power is differently allotted in the United States is based on historical political and social systems that, intentionally or unintentionally created advantages for some and disadvantage others.

A few examples of the history of oppression in the United States:

- 1787 - The Constitutional Convention adopts a "three-fifths rule" as a compromise to settle differences between Northern and Southern states over the counting of slaves for purposes of representation and taxation. Slaves are to be counted as three-fifths of a free man for both purposes. Constitution is approved, extending slavery for 20 years.
- 1862- Homestead Act – made First Nations' land available to settlers.
- 1871- Indian Appropriation Act – made tribal members wards of the state rather than members of sovereign nations.
- 1882 - Chinese Exclusion Act—Suspended Chinese immigration for 10 years.
- 1917 - First "Alien Land Law" prohibiting land ownership by Asians passed in Arizona. Idaho, Oregon, Washington, California & Montana passed similar laws.
- 1932 - During the Great Depression, the National Recovery Act forbade more than one family member from holding a government job, which caused many women to lose their jobs.
- 1942 - Executive Order 9066 –directed U.S. military to round up all people of Japanese ancestry on the Pacific Coast and "relocate" them to prison camps.
- 1942 - The bracero program begins, allowing Mexican nationals to temporarily work in the United States – primarily in the agricultural industry – to help the US economy during wartime.
- 1953 - Operation Wetback: When the war was over, the U.S. Immigration Service deports more than 3.8 million people of Mexican heritage.
- Prior to 1962 - sodomy was a felony in every state, punished by a lengthy term of imprisonment and/or hard labor. This is blatant discrimination against same-sex relationships.

Oppression is rooted in very intentional efforts to limit certain groups' access to power and resources. The ignorance, fear, and hate that motivated historical acts of oppression result in cumulative and generational impacts and live on in present individual, institutional, and societal/cultural norms and practices. Although progress has been made, current policies and practices and the history of oppression in the United States continues to marginalize many groups today.

A few examples of oppression today:

Individual: intentional or unintentional prejudicial attitudes and actions.

- Someone crossing the street or locking doors when a person of color is walking towards them.
- Talking to a poor or low income person as though they are less intelligent.

Institutional: policies, laws, rules, norms, and customs enacted by organizations and social institutions that disadvantage some social groups and advantage other social groups.

- Black men and boys are incarcerated at 6 times the rate of white men and boys in the US committing similar crimes.
- Females can expect to earn 75% of men's salary holding the same position. This difference has persisted throughout years of research.
- People of color are paid less than white people for equivalent jobs and education rates.
- Since the beginning of 2018, 10 states have introduced 21 anti-transgender bills, and 2 states are considering anti-transgender ballot initiatives.

Societal/Cultural: social norms, roles, language, music, art that reflect and reinforce the belief that one social group is superior to another.

- Cultural stories that associate people with disabilities as sad and undesirable.
- The cultural narrative that Muslims are dangerous and terrorists.

1.2 Further Questions to Consider

- What connections can you make between history of oppression in the United States and common examples of oppression today?
- Why is this important?
- How does this affect things today?

1.3 HRNI Training Link

HRNI can support building on the topics you learned about in this section by offering training on the history of oppression and its relationship to discrimination and oppression in today's society. Below is a link where you can express interest in further training for you or your group.

https://www.surveymonkey.com/r/S5TDW3Y

1.4 Further Resources to Explore

Everyday Democracy , "Understanding Structural Racism Activity" - This activity helps participants delve deeper in analyzing racism and start to learn how to use a structural racism lens. Many times, actions are focused on changing the personal beliefs without looking at the practices and procedures that contribute to the issue.

> https://www.everyday-democracy.org/resources/understanding-structural-racism-activity

Race Forward, "What is Systemic Racism?" - an 8-part video series that shows how racism shows up in our lives across institutions and society: Wealth Gap, Employment, Housing Discrimination, Government Surveillance, Incarceration, Drug Arrests, Immigration Arrests, Infant Mortality.

> https://www.raceforward.org/videos/systemic-racism

Appendix 1 Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 2: Identity and Social Groups

Personal Identity is the sense of one's self.

Personal identity differs from your social identity. **Social identity is a person's sense of who they are based on their group membership(s).**

Social groups are a collection of people who share physical, cultural, or social characteristics and a sense of unity due to those similarities.

Group identities can be defined by the people who create them and are sometimes developed for political gain and placed upon groups of people. These groups and how individuals associate with them can change over time. What is important to remember is that a perceived or intentional affiliation with a social group can connect a person to a protected class. A person's real or perceived connection to a protected class can serve as important information in determining if a crime was motivated by hate.

This appendix explores the topic of identity and social groups. The concepts of social identity and social groups are central to the issue of hate incidents. Hate activity motivation based on perceived or actual social identity (and therefore connection to a protected class) is the defining characteristic of hate incidents. Like most concepts in this Toolkit, social identity and its relation to unequal power can be complicated and hard to connect to your own life. Want to explore this further? We recommend participating in a training on social identity, prejudice, and hate incidents. In the meantime, we encourage you to read this brief introduction to social identity and explore some more resources provided below.

2.1 Introduction

Social identity is made up of a range of different categories, such as race, ethnicity, religion, ability, sex, gender-identity, age, and socioeconomic status. Consider how your personal identity and social identity may differ. You might identify yourself as a daughter, a hard worker, or a runner. However, these identities are more or less self-determined. Compared to a personal identity, a social identity is more of a categorization informed by physical, cultural, and social contexts. For example, when personally identifying yourself, you may not list "white" as one of the characteristics you define yourself by to an acquaintance. However, this is a social categorization that those who do not know you personally will easily identify you by. Although, you may not personally identify with all of the aspects of your social identity, your social identity is highly influential in how you interact with people and institutions.

One's social identity can grant them both advantages and disadvantages because it is closely tied to access, influence and power. Power is the ability to influence (knowingly or unknowingly) who will have access to resources, and it is the capacity to influence the behavior of others and/or the course of events. Power is differently granted based on how social categories are valued in society. For example, the English language is highly valued in the United States as widespread and influential. However, English is not the official language of the United States. The widespread and common use of English results in great benefits in society if it is your primary language, for example it is the primary language used in businesses and schools. You did not ask to have English as your first language, but you benefit from the fact that you are an English speaker.

Acknowledging the ways that one's social identity may provide them unearned benefits is an important step in this process. It is also important to consider how those who do not share those valued characteristics face barriers to accessing the same resource. For example, someone whose first language is Spanish will have a more difficult time accessing education in the United States' public school system. The collection of most valued and influential characteristics, such as speaking English, are often referred to as *dominant culture*. Social identity determines people's power based on how much it does or does not reflect dominant culture.

Stereotypes and prejudicial attitudes are often attached to social identity characteristics. This can influence how we see and treat people even when we are genuinely trying to be unbiased. *Implicit bias* refers to unconscious attitudes or stereotypes that affect our understanding, actions, and ways of interacting with each other. Implicit bias is important to learn about because there are practical ways to reduce it once implicit biases are identified within oneself.

Social identity is also deeply rooted in how individuals interact with institutions. You will often hear the concepts of social identity and power referred to in terms of *privilege*. Privilege is a special advantage that a person is born with or acquires during their lifetime due to being a part of dominant culture. People may share characteristics, but no two identities are the same. Each identity is a complex intersection of characteristics – some characteristics give us power and some create barriers. Therefore, everybody has their own collection of privileges and disadvantages based on how many characteristics they share with dominant culture.

2.2 Further Questions to Consider

- Which aspects of identity are easily visible to others? Which aspects are less visible?
- How do visible aspects of identity affect the way people interact with other people and institutions?

2.3 HRNI Training Link

HRNI recommends building on the topics you learned about in this section by participating in our training on social identity and its relationship to power. Below is a link where you can express interest in further training for you or your group.

https://www.surveymonkey.com/r/S5TDW3Y

2.4 Further Resources to Explore

Everyday Democracy, "Step Forward, Step Back Personal Identity Activity" - This *group* activity shows some of the advantages and disadvantages related to racial/ethnic identity or skin color. See how long-term accumulation of advantages based on skin color can produce gaps among groups and create inequities.

> https://www.everyday-democracy.org/resources/step-forward-step-back-personal-identity-activity

Jerry Kang, "Immaculate Perception" - UCLA law professor Jerry Kang exposes the phenomenon of automatic processing and how it relates to explicit and implicit bias.

> https://www.youtube.com/watch?v=9VGbwNI6Ssk

Peggy McIntosh, "Unpacking the Invisible Knapsack" – The objective of this activity is to identify common situations when privilege is not acknowledged.

> http://hd.ingham.org/Portals/HD/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf

Roxane Gay, "Peculiar Benefits" – What privilege is, how the term is used, and how we can use the concept of privilege more effectively.

> http://therumpus.net/2012/05/peculiar-benefits/

University of Southern California School of Social Work, "Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege", "Activity Five: Class and Historical Disadvantages: Crossing the Line" - Explore the diversity among the members of our community. How a person identifies can affect many facets of his or her life. We will use this activity to get to know one another on a deeper level. What are our values, backgrounds, and visible and invisible labels?

> https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/#cross

Wenh-In Ng based on Doris Marshall Institute, "Revelations from the 'Power Flower'"- Discover how close, or how distant, each person is to the dominant identity of their current society. The outer petals describe the dominant or powerful identities in society. The inner petals are filled in by participants and describe the social identity of each individual.

> http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf

Appendix 2 Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 3: How to Support People Who Experience Hate

This appendix explores ways to support people who experience hate, bias, and discrimination. When hate, bias, and discrimination are not responded to, they will actively work against our effort to build inclusive neighborhoods and communities. This section introduces allyship as a framework for supporting people who experience hate. We recognize that responding to hate, bigotry and discrimination is difficult. We recommend participating discussions and training on ways to support and empower people who experience hate. In the meantime, we encourage you to read this brief introduction and explore some more resources provided below.

3.1 Introduction

It can be challenging to figure out your role in standing up to hate, bias, and discrimination. In an effort to build inclusivity, we need to actively prevent and respond to actions and systems that reinforce oppression. This can feel uncomfortable, even scary, to address on an interpersonal level. However, it is through collective and continuous small actions that we can build more inclusive and welcoming neighborhoods and communities. In this Toolkit, we have explored a number of topics to increase awareness of hate, bias, and discrimination in our society and critically assess how it impacts our neighborhoods and communities. Now, it is time to apply your awareness to action. Allyship is a guiding framework to find your role in supporting people who experience hate.

Allyship is defined through examples of actions a person may take. The word ally is best understood as a verb, as an ongoing commitment to action. Allyship means informing yourself on the issues that are important to the group of people you seek to support and using your power to support and collaborate with group of people who experience hate. Below is a general list of guidelines for acting within the framework of allyship.

Here is an abbreviated list of *"what an ally strives to be"* from Safe Zone Program and Human Rights Campaign:

- be a friend
- be a listener
- be open-minded
- recognize your personal boundaries
- join others with a common purpose
- believe that all persons regardless of age, sex, race, religion, ethnicity, sexual orientation, gender identity and gender expression should be treated with dignity and respect
- recognize when to refer an individual to additional resources
- confront your own prejudices and commit yourself to personal growth in spite of the discomfort it may sometimes cause
- engage in the process of developing a culture free of prejudice and oppression
- recognize your mistakes, but do not use them as an excuse for inaction
- be responsible for empowering your role in a community, particularly as it relates to responding to hate and bias

3.2 Further Questions to Consider

- What are some ways that you could inform yourself on the history and issues important to the group you seek to support?
- What are two ways you could stand up against everyday hate and bias?

3.3 HRNI Training Link

HRNI recommends building on the topics you learned about in this section by participating in our training on working in solidarity as an ally. Below is a link where you can express interest in further training for you or your group.

https://www.surveymonkey.com/r/S5TDW3Y

3.4 Further Resources to Explore

Nicole Corea, The Aspen Institute, "Want to be an Ally for People of Different Faiths? Here's What Not to do"
- Religious allyship is necessary to combat the surge of hate crimes facing minority groups and pave the way for an increasingly diverse America, but trying to make inroads towards inclusion is easier said than done. These are five common pitfalls to avoid as an ally.

> https://www.aspeninstitute.org/blog-posts/five-mistakes-religious-allies-dont-know-theyre-making/

Sally Kohn, "What can we do about the culture of hate" - We're all against hate, right? We agree it's a problem -- their problem, not our problem, that is. But as Sally Kohn discovered, we all hate -- some of us in subtle ways, others in obvious ones. As she confronts a hard story from her own life, she shares ideas on how we can recognize, challenge and heal from hatred in our institutions and in ourselves.

> https://www.ted.com/talks/sally_kohn_what_we_can_do_about_the_culture_of_hate

Suzanne Barakat, "Islamaphobia killed my brother. Let's end the hate" - On February 10, 2015, Suzanne Barakat's brother Deah, her sister-in-law Yusor and Yusor's sister Razan were murdered by their neighbor in Chapel Hill, North Carolina. The perpetrator's story, that he killed them over a traffic dispute, went unquestioned by the media and police until Barakat spoke out at a press conference, calling the murders what they really were: hate crimes. As she reflects on how she and her family reclaimed control of their narrative, Barakat calls on us to speak up when we witness hateful bigotry and express our allyship with those who face discrimination.

> https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate#t-412449

Tamara Winfrey, "The Real Work of Being an Ally" - Tamara Winfrey-Harris is a writer who specializes in the ever-evolving space where current events, politics and pop culture intersect with race and gender.

> https://www.thecut.com/2017/01/the-real-work-of-being-an-ally.html

Vernā Myers, "How to overcome our biases? Walk boldly toward them" - Diversity advocate Vernā Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.

> https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them

Appendix 3 Notes

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix 4: Bystander-Upstander Intervention

An Upstander stands up, speaks out, and/or takes action in defense of those who are targeted for harm, as well as one who aims to prevent or stop harm and/or injustice and transform situations where individuals or groups are mistreated.

This appendix explores the topic of safe intervention and support to individuals targeted by harassment. The concept of safe intervention is central to effective hate and bias prevention and response. Upstanders can play a critical role in mitigating harmful situations. Like most concepts in this Toolkit, upstander intervention is challenging because it is nuanced and situational. This chapter is not intended to train upstanders, rather it is meant to introduce Toolkit users to an aspect of hate and bias prevention and response. Knowing what you will do as an upstander takes practice and preparation, participating in an educational training on safe upstander intervention will help you in developing skills and an action plan to respond to hate activity. In the meantime, we encourage you to read this brief introduction to upstander intervention and explore some more resources provided below.

4.1 Introduction

The idea of being an upstander is to intervene safely and to support whoever is being targeted. The term "upstander" draws a clear contrast to "bystander". Bystanders are groups of people who ignore or take no action when hate activity is occurring. This can be the result of freezing due to lack of tools or due to apathy that often arises when people are in large groups. This group apathy is referred to as the "bystander effect". It is proven that when there is an emergency, the more bystanders there are, the less likely it is that anyone will help. Typically, people want to help but they are looking around for someone else to take the lead. The term "upstander" refers to the person who is willing to respond when they recognize that something is not right and will catalyze intervention by taking the lead.

It is critical that upstanders' actions are centered on the needs of the target. Whether you choose to intervene is up to you. There are good reasons why people choose not to intervene and to take the safest route for them - there is no shame in this. However, if you do choose to intervene, upstanders empower the target to make decisions and support the targets' actions. There are strategies to safely intervene and offer support to a target. As well, there are strategies to be an active bystander. Upstander intervention can be a response to hate, bias, and discrimination and serve as a critical tool for effective hate and bias prevention and response.

4.2 Further Questions to Consider

- Have you witnessed public harassment before? How did you feel in that moment?
- Why would someone choose to intervene? Why would someone choose not to intervene?

4.3 Training Link

Below is a link where you can express interest in further training for you or your group.

https://www.surveymonkey.com/r/S5TDW3Y

4.4 Further Resources to Explore

Jennifer McCary, "Teaching Bystanders to Intervene" - Jennifer McCary of Gettysburg College talks about encouraging bystander intervention to prevent violence. Civility, she argues, is an essential decision that must be taken proactively in order to make our communities into safer and happier places.

> https://www.youtube.com/watch?v=3iY_X4O-wno

Maeril, Huge, "What to Do if you are Witnessing Islamaphobic Harassment" – an illustration of four steps to intervening when witnessing harassment publicly.

> https://vimeo.com/192150862

Southern Poverty Law Center, "Speak Up: Standing Up to Everyday Bigotry" - The Southern Poverty Law Center gathered hundreds of stories of everyday bigotry from people across the United States. Included are tips for speaking up in different scenarios – families, workplace, school, and more.

https://www.splcenter.org/20150125/speak-responding-everyday-bigotry

Appendix 4 Notes

Quick Guide to Reporting Hate & Bias

Always inform Eugene Police Department of possible crimes as soon as possible.
Call 911 during a crime. Call 541-682-5111 to report a non-emergency crime situation.

Information about other hate activity should be directed to Human Rights and Neighborhood Involvement at 541-682-5177 or eugene-or.gov/humanrights

If you or someone else need help in Spanish, call 541-682-5670.

Si Usted necesita ayuda en Español, llama al 541-682-5670.

I have experienced or witnessed a hate incident. What should I do now?

Is this an emergency? Is there immediate danger?

Yes
DIAL 911

No

Is this a criminal or non-criminal incident?

Criminal

Non- Criminal

I don't know

I may need some help.

Contact Eugene Police Department (EPD)
- Call non-emergency: 541-682-5111

Contact Office of Human Rights & Neighborhood Involvement (HRNI)
- Call our office: 541-682-5177
  *Assistance in Spanish available.
- Submit your concern online:
  https://www.eugene-or.gov/ReportHate
- Visit our office Monday-Friday, 10am-12pm or 1-4pm:
  99 West 10th Ave, Suite 116